



Sailor Excellence Ashore (SEA)



What's Next: Sailor Excellence Ashore

The challenge: Identify, among 7,000 Sailors returning from a successful deployment, which ones will exhibit high risk in key categories, and focus our efforts there

• Create a sense of urgency

- TRCSG DUI initiative
- Sobering statistics through first quarter FY 06

• Create a vision

- Identify high risk Sailors
- Focus return to homeport training on these Sailors
- Provide focused mentorship, continued training, and other positive experiences for TRCSG Sailors during the entire sustainment period of FRP

• Communicate the vision

- Required an enormous amount of missionary work, both inside and outside TRCSG lifelines

• Form a powerful guiding coalition

- Principally organic resources: CMCs, chaplain, psychologist, other topical experts, amateur database manager

• Empower others to act

- Teams worked in parallel to develop assessment, training, and mentorship capabilities

• Create short term wins

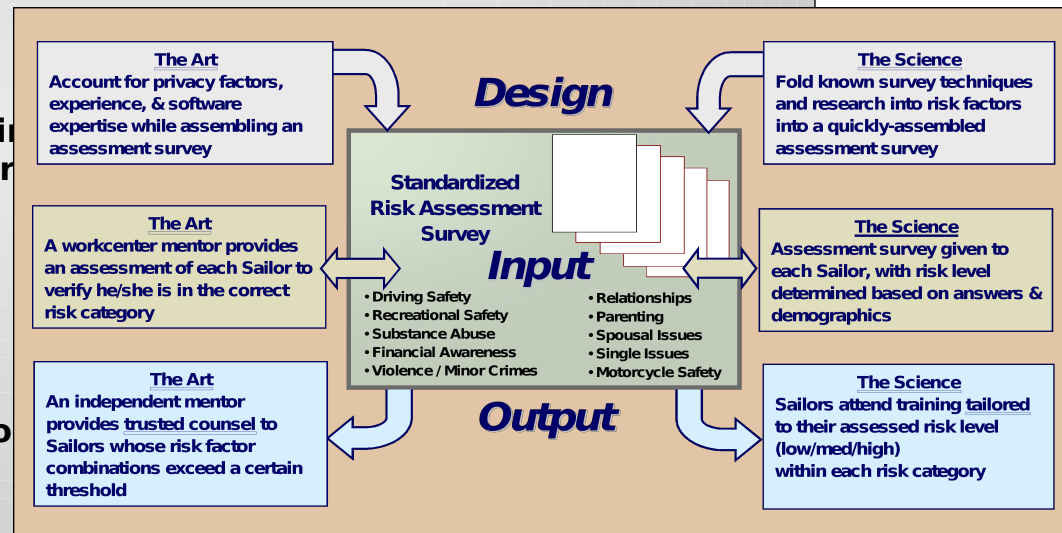
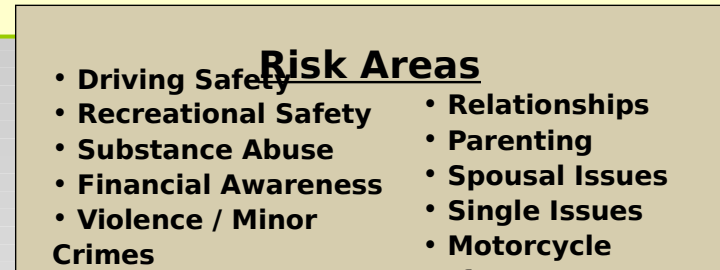
- Initial survey results and post-RTHP behavior

• Consolidate improvements

- Post-RTHP TRCSG work required before sharing

• Institutionalize new approaches

This was a time compressed, experimental effort . . . The idea is the key





Sailor Excellence Ashore

- ***Identify high risk Sailors***
- ***Concentrate return to homeport training on these Sailors***
- ***Provide focused mentorship, continued training, and other positive experiences for TRCSG Sailors during the entire sustainment period of FR***

Intrusive leadership operationalized . . .

Leading Change

- **Create a sense of urgency**
- **Form a powerful guiding coalition**
- **Create a vision**
- **Communicate the vision**
- **Empower others to act**
- **Create short term wins**
- **Consolidate improvements**
- **Institutionalize new approaches**



Sailor Excellence - Why We Did It

- ***Our DUI initiative showed the first 48 to 96 hours after RTHP were the most critical / vulnerable***
- ***Sobering statistics point to pressing need to reverse trend . . . in first 3 months of FY06, Sailors in Hampton Roads experienced:***
 - ***47 DUIs*** ***14 domestic violence incidents***
 - ***4 attempted suicides*** ***6 sexual assaults***
 - ***7 regular assaults*** ***2 child sexual abuse cases***
- ***No coherent, useful, easily adaptable program to show us how to identify and then mitigate risk***
 - ***Needed better distribution of effort than “one size fits all” traditional RTHP training***
 - ***Had to provide more than exhortations to “do better”***
- ***Needed to broaden the vision to take us beyond 96 hours and through sustainment***

A sense of urgency. . .



Sailor Excellence - Creating the Vision

- ***TRCSG Strategy Cell initiated the “creative process”***
- ***Powerful, guiding coalition formed with organic resources***
 - (Commanders, CMCs, Planners, Chaplain, Psychologist, Safety Officer, Training Officer, Security Officer, NCIS, JAG, Financial Specialists, Database Programmers)
- ***Brainstormed what categories of risk needed to be assessed, what we were capable of assessing, and how to get the job done in only 5 weeks***

How do we systematically assess Sailor risk?



Sailor Excellence - The Art and Science

The challenge: Identify, among 7,000 Sailors returning from a successful deployment, which ones exhibit high risk in key categories, and focus our

efforts there

Sense of Urgency

The Art

Account for privacy factors, experience, & software expertise to quickly assemble an assessment survey

The Science

Fold known survey techniques and research into risk factors into an assessment survey

Design

Standardized Risk Assessment Survey

Input

- Driving Safety
- Recreational Safety
- Substance Abuse
- Financial Awareness
- Violence / Minor Crimes
- Relationships
- Parenting
- Spousal Issues
- Single Issues
- Motorcycle Safety

Output

The Art

An independent mentor provides trusted counsel to Sailors whose risk factor combinations exceed a certain threshold

The Science

Sailors attend training tailored to their assessed risk level (low/med/high) within each risk category

This is an experimental effort!



Sailor Excellence - Acting on the Vision

- ***The “creative process” required enormous balance and compromise between:***

- ***Time compression***
- ***Privacy***
- ***Software development agility***
- ***Ability to execute***
- ***Available information on risk factors***
- ***Our own judgment***

***7 week process
from design to
training complete***

***We had to do this
ourselves using
our own expertise***

- ***Teams worked in parallel to develop assessment, develop training, and identify mentors***
- ***Created TRCSG Mentorship Guide***
- ***Provided guidance to workcenter supervisors who would play a huge role in Sailor assessment***



Sailor Excellence - Communicating the Vision

- ***Huge amount of missionary work to sell the idea inside the strike group***
 - ***We were still conducting combat operations!***
 - ***Magnitude of effort required seemed overwhelming***
 - ***Compressed timeline made success seem unattainable***
- ***Huge amount of missionary work to explain the idea outside the strike group***
 - ***Many offers of help, but few agile enough for our timeline***
 - ***Misunderstandings that this program was about discipline instead of about training***

Overcoming the cultural challenges to change



Challenges to Change - Common Themes

“This change makes my life harder, with no

guarantees.” “I don’t really see why this will make a difference; the old way works just fine.”

“Better to just keep my head down.” “No one ever got shot for doing things the good old fashioned way, as long as they produced the bottom line.”

“Who wants to be associated with a failure?” “These things usually fail. I can’t avoid being on this project, but I can avoid being too associated with it if I keep it low on my priority list and comply, not lead.”

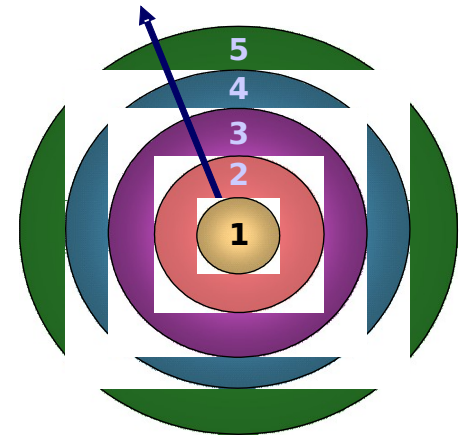
“My boss thinks this is dumb and a distraction.” “My boss has made it clear that this new way of working is an extra-curricular activity - I can’t let it detract from my real job. He/she is not invested in the success of the program.”

“I don’t trust the other people on this team.” “Some are just out for themselves, trying to impress senior executives.” “Not everyone wants us to succeed.” “Not everyone is pulling their weight.” “I can count on people hearing my “confidential” opinions, including my boss.”

“My friends think this is dumb.” “The people I have to work with when I get done with this program think this is a waste of time.”

“This is just the flavor of the month.” “These programs come and go.” “You just have to wait them out”

“I shouldn’t be on this team.” “My time would be better spent somewhere else” “This group is too senior/junior for me to participate in effectively.” “I don’t have much to contribute.”



“Concentric Circles of Understanding”

1. **Skepticism . . . Denial . . . Discomfort . . . “this too will pass”**
2. **Superficial understanding . . . well-intended misapplication**
3. **Deeper understanding that enables practitioner to teach others**
4. **Accepted into backbone of practice; sympathy for those who do not yet accept**
5. **Deeply embedded in culture . . . drives decisions**





SEA - Sailor Assessment / Survey

Last Name	First Name	Last 4 of SSN:	Command:
			CSG2 (Staff)

PERSONAL INFORMATION				
Rate/Rank	Gender	Age	Department	Division
JDIal	Email			
DIVOs Name (Last, First):	DIVO Rank:	DIVO JDIal:	DIVO email:	
LPOs Name (Last, First):	LPO Rank:	LPO JDIal:	LPO email:	
Supervisor facilitating survey (Last, First):	Facilitator Rank:	Facilitator JDIal:	Facilitator email:	


PERSONAL HISTORY	
Marital Status	If Yes, how long?
Married	<input type="radio"/> 0-2 Years <input type="radio"/> 3-6 Years <input type="radio"/> >6 Years
Number Children < 18yrs:	What are the ages of your Children? (Click all that apply)
	<input type="checkbox"/> Under 2 <input type="checkbox"/> 3-6 <input type="checkbox"/> 7-13 <input type="checkbox"/> > 13
<input type="checkbox"/> If Married, is your spouse employed? (Check for Yes)	
<input type="checkbox"/> Are you a Geographical Bachelor? (Check for Yes)	
<input type="checkbox"/> Previously Married? (Check for Yes)	
Education:	
<input type="radio"/> Did not graduate High School <input type="radio"/> HS diploma / GED <input type="radio"/> College classes <input type="radio"/> College Degree	
What type of community did you grow up in?	
<input type="radio"/> City <input type="radio"/> Suburbs <input checked="" type="radio"/> Rural / Country	






1. ALCOHOL AWARENESS
1. To what extent do you drink alcohol?
<input checked="" type="radio"/> None <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> High
<input type="checkbox"/> 2. Have you had an alcohol related incident (ARI) in the past 3 years? (Check for Yes)
3. During the first week of RTHP, how many days do you plan on having more than 2 drinks per day?
<input checked="" type="radio"/> 0 - 1 days <input type="radio"/> 2 - 3 days <input type="radio"/> 4 - 5 days <input type="radio"/> 6 - 7 days
4. How often do you have five or more drinks on one occasion?
<input checked="" type="radio"/> Never <input type="radio"/> Monthly <input type="radio"/> Weekly <input type="radio"/> Daily or almost daily
5. My activities with friends or relatives _____ include drinking alcohol.
<input checked="" type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Often times <input type="radio"/> Always
<input type="checkbox"/> 6. During the last year, have you tried to cut back on your drinking? (Check for Yes)
7. Has a relative, friend, supervisor, doctor or any other health care provider been concerned about your drinking or suggested you cut down?
<input checked="" type="radio"/> No <input type="radio"/> Yes, but not in the last year <input type="radio"/> Yes, during the last year
 
<input type="button" value="Cancel"/> <input type="button" value="Save"/> <input type="button" value="Next >>"/>



SEA - Risk Assessment Scores Sheet

Category	Overall Risk		Adjustments		Risk Adjusted Scores		Supervisor Risk		Risk Category
	Raw Scores						Adjusted Scores		
Alcohol Awareness:	<input type="text" value="6"/>	+	<input type="text" value="0"/>	=	<input type="text" value="6"/>		<input type="text" value="10"/>	Medium	
Minimal 4 Low 9 Medium 12 High 13									
Temperament:	<input type="text" value="0"/>	+	<input type="text" value="2"/>	=	<input type="text" value="2"/>		<input type="text" value="2"/>	Low	
None 1 Low 3 Medium 6 High 7									
Parenting:	<input type="text" value="0"/>	+	<input type="text" value="4"/>	=	<input type="text" value="4"/>		<input type="text" value="4"/>	N/A	
None 1 Low 3 Medium 6 High 7									
Spousal / Committed Relationships:	<input type="text" value="0"/>	+	<input type="text" value="2"/>	=	<input type="text" value="2"/>		<input type="text" value="2"/>	None	
None 2 Low 6 Medium 7									
Single Sailors - Questions for Men:	<input type="text" value="0"/>	+	<input type="text" value="3"/>	=	<input type="text" value="3"/>		<input type="text" value="3"/>	Low	
None 1 Low 4 Medium 7 High 8									
Assault Awareness (Women):	<input type="text" value="0"/>	+	<input type="text" value="2"/>	=	<input type="text" value="2"/>		<input type="text" value="2"/>	N/A	
Motorcycle Safety:	<input type="text" value="0"/>	+	<input type="text" value="0"/>	=	<input type="text" value="0"/>		<input type="text" value="0"/>	No	
Driver Safety:	<input type="text" value="2"/>	+	<input type="text" value="2"/>	=	<input type="text" value="4"/>		<input type="text" value="9"/>	Medium	
None 2 Low 8 Medium 15 High 16									
Recreational Safety:	<input type="text" value="0"/>	+	<input type="text" value="1"/>	=	<input type="text" value="1"/>		<input type="text" value="1"/>	Low	



Record:      of 1 (Filtered)

Higher of the two scores establishes the risk level



Sailor Excellence - Training Provided

<u>CATEGORY</u>	<u>LOW RISK</u>	<u>MEDIUM RISK</u>	<u>HIGH RISK</u>
Alcohol Awareness	Physiological Effects of Alcohol	Modified AWARE	Modified IMPACT
Temperament	Communication Video	Stress and Conflict Class	Stress and Conflict Class
New Parents	First Time New Parents Class		
Parenting	Returning to Children	Parenting in a Military Family	Family Violence Prevention Program
Spousal/Committed Relationships	Return and Intimacy	Personal Communications Class	Family Violence Prevention Program
Single Sailors - Men	Sexual Assault Awareness		Sexual Assault Prevention
Single Sailors - Women	Sexual Assault Awareness		Sexual Assault Prevention
Motorcycle Safety	If Sailor owns or intends to buy a motorcycle, will be required to attend TRCSG Motorcycle Safety Review. Motorcycle Roundups will take place once we RTHP.		



Sailor Excellence - Training Provided

<u>CATEGORY</u>	<u>LOW RISK</u>	<u>MEDIUM RISK</u>	<u>HIGH RISK</u>
Driver Safety	Driver Safety Training Video	Large Scale Driver Course	Abbreviated AAA Driver Safety Course
Recreational Safety	Recreational Safety Video		Small Focus Group Safety Training
Financial Matters	Financial Responsibility in the Military	Art of Money Management	Credit Management + Low and Med Risk Training
Crime Prevention	Crime Prevention Awareness		Violent Crime Awareness Training



SEA - Mentorship Guide

THEODORE ROOSEVELT CARRIER STRIKE GROUP



MENTORING HANDBOOK

Introduction

ns for Use
g?

This handbook is to provide a "map" to guide you on the road to successful mentoring. It is becoming far more traveled. Mentoring is not a new concept; in fact, it is as old as ancient Greece. It is only that the road has been repaved with new ideas and techniques. This is a directional tool (i.e., map) for a successful journey. This handbook will provide the mentoring process—what it means to be a Mentor, the roles and responsibilities of the Mentor, and the different styles that you can adopt to meet the needs of the Protégé. The Mentor-Protégé relationship is charted from here. This handbook outlines the steps on how to identify a Protégé, cultivate the relationship, and avoid common pitfalls. Finally, this handbook outlines the benefits of this road—effects that are shared by the Mentor, the Protégé, and the organization.

For Use

This handbook is a job aid that contains comprehensive information on mentoring, with tips, examples, and illustrations to supplement this information. It is recommended that you read this handbook at least once. Whether you are a Mentor-to-be who stands at the starting line, or an experienced Mentor who is miles down the road, there is something for you here. Once you have read the material, refer to the handbook whenever you need it. You will find that you refer to some sections more than others. Remember, this handbook is a guide that guides you on the road to successful mentoring. You need to decide for yourself what is the best tool.

This handbook is the most effective tool of leadership to develop and train junior personnel. It is a familiar territory when attempting to define mentoring. Mentoring is not a new concept. It is an ever-changing process. The mentoring process links the Mentor (Mentor) with a less experienced person (Protégé) to help foster the professional and personal growth of the Protégé. The mentoring process is the Mentor and Protégé work together to reach specific goals and to provide sufficient feedback to ensure that the goals are reached. Many define a Mentor as "one who assigns tasks and reviews performance, but a Mentor is more than a taskmaster. A Mentor is one who facilitates personal and professional growth in an individual by sharing the experiences that have been learned through the years. The desire to want to share knowledge is characteristic of a successful Mentor.

Mentor Roles and Responsibilities

Directions
ing Roles

Directions

Which role you assume depends on the needs of your Protégé and on the type of relationship you build with your Protégé. Each of the roles are explained in the next section to help you prepare for the different directions you will take.

Roles

As a teacher, you may need to teach the Protégé the skills and knowledge required to perform the job successfully. This role requires you to outline the "rules and beliefs" of the organization and to share your experiences as a seasoned professional. To teach the fundamentals of a job, you first need to determine what knowledge and skills are necessary to perform the job and to meet the requirements of the position.

If you have identified the knowledge and skills that the position requires, you need to determine what knowledge and skills the Protégé already has and what knowledge and skills are needed. Then, concentrate your efforts on helping your Protégé develop his or her skills.

If your best interest is to ensure that your Protégé develops professionally, there are many ways you can help your Protégé develop. You should make a point of explaining, in simple terms, what you expect from your Protégé. If you are helping your Protégé develop critical job skills, provide examples or samples, when possible, for the Protégé to follow. The most effective developmental method you can use is to answer the questions your Protégé poses. Remember, you are not required to be the "expert" on everything. A good Mentor knows when to refer the Protégé to a knowledgeable source. Knowledgeable sources can be people (e.g., handbook, diagram, chart, and computer).

Remember, it is important that you share the wisdom of past mistakes. A Protégé cannot only learn from his or her own mistakes, but also can realize that no one is perfect. Make a point to relate these experiences, special anecdotes, and "lessons learned" whenever appropriate. It is this sharing of experiences that strengthens the Mentor-Protégé relationship.

This handbook is a guide, you help navigate through the inner workings of the organization and the "unwritten office rules" for your Protégé. This information is usually the "secrets of the trade" that one only acquires over a period of time. The inner workings of the organization, the "behind the scenes" dynamics, or office politics, that are not always apparent, but to know. The "unwritten rules" can include the special procedures your department uses, the guidelines that are not always documented, and policies under consideration.

Protégé's Role

Protégé

A partnership between two individuals—the Mentor and the Protégé. In a mentoring relationship, the Mentor is not the only one that must learn. The Protégé must also perform several roles.

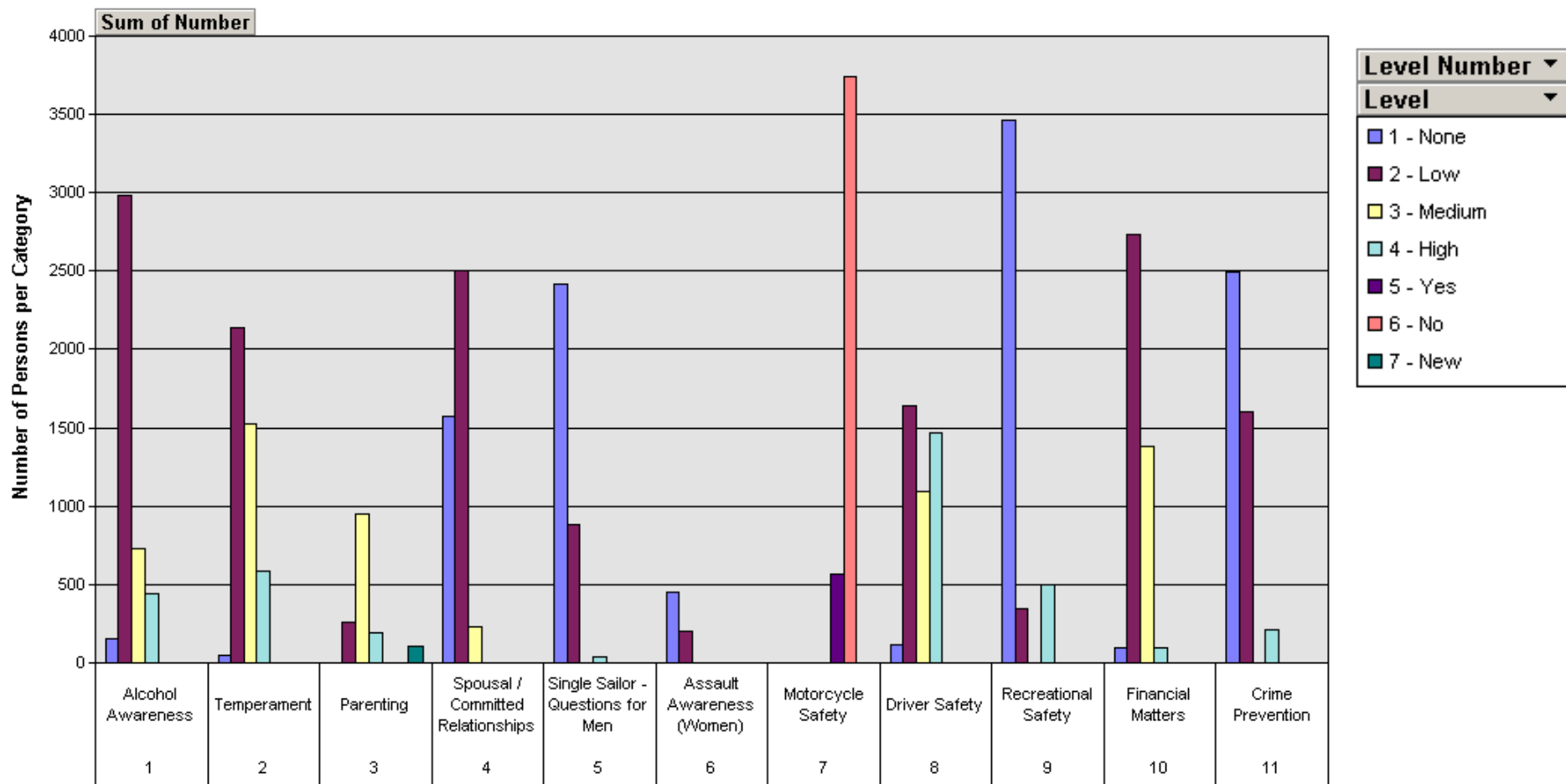
The "Mentor's Role" to measure how interactive a mentoring partnership will be. This role determines the capacity of the mentoring relationship. Your Protégé should determine the amount of dependence and guidance he or she needs. A Protégé should take responsibility for help or advice and to tackle more challenging work.

The Protégé is a student who needs to absorb the Mentor's knowledge and have the ambition to learn with this knowledge. As a student, the Protégé needs to practice and apply what has been learned.

The Protégé is a "trainee" who should blend mentoring with other training approaches. The Protégé should participate in Departmental training programs, in addition to seeking your guidance. By participating in other programs, the Protégé becomes a more well-rounded individual.



SEA - Risk Histogram



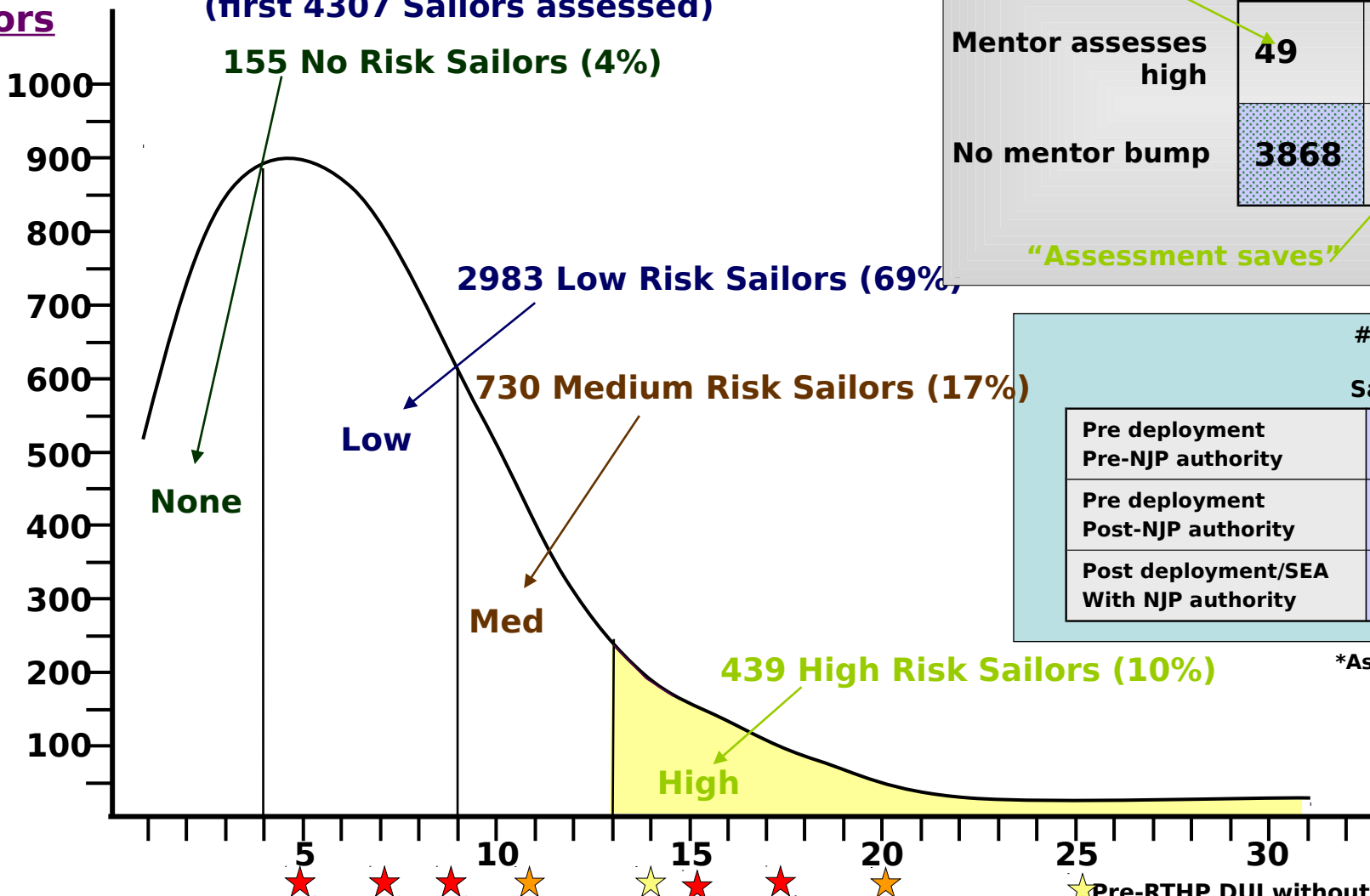


Sailor Excellence Ashore

Alcohol Awareness Results

(first 4307 Sailors assessed)

Sailors



"Mentor saves"

Mentor assesses high

No mentor bump

Assessment score

<13 pts ≥13 pts

49	90
3868	300

"Assessment saves"

DUIs per
10,000
Sailor Days

Pre deployment Pre-NJP authority	.58
Pre deployment Post-NJP authority	.40
Post deployment/SEA With NJP authority	.27*

*As of 14 July

- ★ Pre-RTHP DUI without training
- ★ Post-RTHP DUIs without training
- ★ Post-RTHP DUIs with training

UNCLASSIFIED



Sailor Excellence - Short Term Wins

- Assessment questionnaire created in four weeks***
- Survey conducted and results collated in one week***
- Training commenced after last Med port-call, just seven weeks after work began on this project!***
- “Wake-up Call”- small data point that seemed to validate assessment :***
 - Two weeks before TRCSG units were to return home, 23 year old Sailor sent home early on beach detachment had DUI in Virginia Beach***
 - “Assessment save”***
- No high risk Sailors experienced DUIs in first 96 hours after return***
 - Did the focused training / mentorship work?***
- One low risk Sailor experienced a DUI***
 - Should have been a “Mentor save”***



Sailor Excellence - Consolidate Improvements

•Challenges

- Continue to validate assessment results

- How well did the work center mentors account for prior behavior?***
- How well did the assessment perform?***

- Database management

- Sailor transfers in/out of TRCSG***
- Changing work centers / supervisors***
- Updating survey questions to ensure relevancy***

- Need and periodicity of Sailor reassessment

•Opportunities

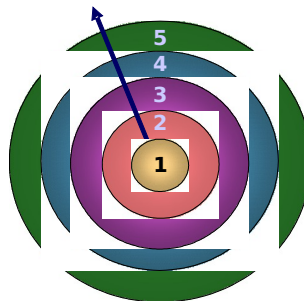
- Database programming expertise and more robust program / tool***
- Institutional research / survey expertise teamed with TRCSG***
- Continually validate training to ensure aligns with the risk groups***
- Solicit mentor feedback throughout sustainment***
- Train work center mentors on survey administration techniques***



Sailor Excellence - The Way Ahead

"Institutionalize New Approaches"

- ***Institutionalize within TRCSG***
- ***Offer to other organizations***
- ***Continue to improve the process***
- ***Determine process and timeline for initial assessment for new Sailors reporting to TRCSG***
- ***Determine how assessments will be updated***
- ***Migrate SEA to more robust, web-enabled database program and process***
- ***Pilot program for Navy-wide implementation via commands' intranets***



Leading Change

- ***Create a sense of urgency***
- ***Form a powerful guiding coalition***
- ***Create a vision***
- ***Empower others to act***
- ***Create short term wins***
- ***Consolidate improvements***
- ***Institutionalize new approaches***



Final Thoughts

“The country needs, and unless I mistake its temper, the country demands bold, persistent experimentation.

It is common sense to take a method and try it, if it fails, admit it frankly and try another. But above all, try something.”

President Theodore Roosevelt

“I would not give a fig for the simplicity this side of complexity, but I would give my life for the simplicity on the other side of complexity.”

Oliver Wendell Holmes



Back Up Slides